



“Selena,” Mujeres Nobles series, 2007 by Santa Barraza via <http://www.santabarraza.com/biography/>

MAS 374 (39414) (AMS 370, WGS 340)
Syllabus

TEJANA CULTURAL STUDIES
Fall 2020

Instructor: Dr. Lilia Raquel Rosas

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COURSE DESCRIPTION

With the publication of *Entre Guadalupe y Malinche*, editors Inés Hernández-Ávila and Norma Elia Cantú solidify their mandate to legitimize Tejan@/x Studies as an arena worthy of ongoing research, study, and comprehension. Furthermore, they center the narratives of Tejanas as a necessary part of the conversation to understand this emergent field of inquiry and integral to Chicana Studies. In this course, we investigate the history of Tejanas to reaffirm and reclaim their place and role in the histories of Native Americans, woman, Chican@/xs, Greater Mexico, and the United States. We will further explore how transfronterizismo and transregionalism complicate this history. Last, we will contemplate how their stories are fundamental to illuminating the struggles, resistance, and liberation of Chicanas, xicanindias, mestizas, and afromexicanas from precontact to decolonization.

LEARNING OUTCOMES

Students will improve their analytical abilities through reading, writing, researching and discussing class materials. As a course within the curriculum of MALS, students will learn about the nuances of Mexican American and Latina/o experience, and, specifically women of Texas-Mexican earth. Ultimately, they will learn to think critically about the field of emerging field of Tejan@/x Studies and they will be able to:

1. Be familiar and analyze the significant forces, events, and persons relevant to historical struggles over equality, identity, and social justice in the histories of Tejanas.
2. Use and prioritize the analytical lenses of gender and sexuality, along with race and class, to understand the identity formations, subjectivities, and the multiple oppressions confronted by Tejanas.
3. Recognize the importance transfronterizismo and transregionalism in shaping a diverse and pluralistic Tejana experience.

This course carries 3-flags:

Cultural Diversity in the United States: Cultural Diversity courses are designed to increase your familiarity with the variety and richness of the American cultural experience. You should therefore expect a substantial portion of your grade to come from assignments covering the practices, beliefs, and histories of at least one U.S. cultural group that has experienced persistent marginalization.

Writing: Writing Flag courses are designed to give students experience with writing in an academic discipline. In this class, you can expect to write regularly during the semester, complete substantial writing projects, and receive feedback from your instructor to help you improve your writing. Students should therefore expect a substantial portion of his/her grade to come from your written work.

Independent Inquiry: This course carries the Independent Inquiry flag. Independent Inquiry courses are designed to engage you in the process of inquiry over the course of a semester, providing you with the opportunity for independent investigation of a question, problem, or project related to your major. You should therefore expect a substantial portion of your grade to come from the independent investigation and presentation of your own work.

COMMUNICATION & CLASSROOM SUCCESS

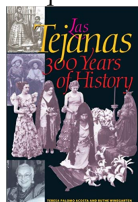
Please feel free to email me since this is the best and most effective way to contact me. I check it frequently, so email me whenever you have questions or concerns. I also strongly encourage you to talk to me during office hours, before or after class, or make an appointment with me if you have any questions, comments, or other issues.

In my experience, students who stop by to talk, email, or communicate frequently, attend class regularly, complete the assigned readings, and participate in the classroom discussion and all assignments tend to be more successful in the class. Similarly, I will email you regularly with reminders, instructions, and late breaking information. Last, if I ever cancel class, email and Canvas is how you will know it, so please check both daily.

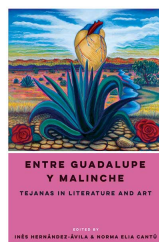
COURSE REQUIREMENTS

Required assigned books and course materials: Available at University Coop Bookstore or the bookstore of your choice) to purchase/rent OR available digitally via UT libraries/Canvas:

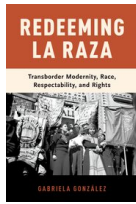
Required:



Acosta, Teresa Palomo and Ruthe Winegarten. *Las Tejanas: 300 Years of History*. Austin: University of Texas Press, 2003.



Hernández-Ávila, Inés and Norma Elia Cantú, eds. *Entre Guadalupe y Malinche: Tejanas in Literature and Art*. Austin: University of Texas Press, 2016.



González, Gabriela. *Redeeming La Raza: Transborder Modernity, Race, Respectability, and Rights*. New York: Oxford University, 2018.



- Reading: Méndez, Jasminne. *Night-Blooming Jasmin(N)E: Personal Essays and Poetry*. Houston, Texas: Arte Público Press, 2018.

Additional articles and chapter excerpts will be made available on CANVAS or via an online link. Readings and handouts distributed in class and/or via Canvas during the course of the semester will become also part of your required readings.

***COVID-19 Statement:** Although attendance and participation is typically required and expected, I recognize and acknowledge that COVID-19 has drastically changed our interactions, expectations, and commitments. Attendance will no longer be expected in this class but you are required to submit weekly comments as well as weekly check-in journal entries. Your electronic devices will not be prohibited but you should be respectful when attending Zoom meetings. Also, I expect you to communicate regularly with me via email, Canvas, and/or Zoom if you are engaging with course materials at your own pace and on your own time.

Class Participation: Come prepared to the class zoom meetings and/or ready to engage with uploaded recorded materials. This includes that you have access to the appropriate reading(s) and course materials, and complete the assigned reading. Make sure when you read, you read actively. Consider questions such as the following while you read, which may also help with your regular journaling assignment: What is the argument or purpose of this work or chapter? What kind of issue(s) are the authors addressing? Why is this reading significant? How can I highlight a significant point(s) in the weekly class comments through a specific example(s)? What questions or issues does the reading cause me to reflect about in my own understanding?

Assignments will include:

Weekly Class Comments: You will post a 1-2 sentence question, comment, and/or reflection on topics identified in class via Canvas.

Weekly Check-In Journal: You also will be responsible for maintaining a check-in journal once a week throughout the semester that you will submit to Canvas. This will be a place to reflect on your journey, struggles, insights about learning in the time of COVID-19. You might write about any topic, subject-matter, or issue you wish but this is meant to be a place to check-in on how your handling the workload, other obstacles you may be encountering, and/or to alert me about anything else. These journal entries are especially crucial if you are engaging with this course on your own time and not engaging synchronously with class meetings.

Research Proposal and Bibliography: In the 3-4 page proposal, you will identify and discuss your proposed topic and argument for your semester-long final research paper, which will allow you to delve more deeply into a topic addressed in class or tackle an arena, which needs closer consideration or intrigues your interest. Additionally, you will provide a detailed bibliography with 10-12 sources.

Primary Document Analysis: Through a primary document analysis, students will evaluate the critical significance and application of a designated primary source(s). Some questions considered will include: What is the purpose of the source. What was the author's message or argument? What was he/she/they trying to get across? Is the message explicit, or are there implicit messages as well? How does

the author try to get the message across? What methods does he/she/they use? What do you know about the author? Who constituted the intended audience? Was this source meant for one person's eyes, or for the public? How does that affect the source?

Rough Draft of Final Paper: In this 8-10 page preliminary paper, you will provide a draft of your final research paper. This paper will be an opportunity to uncover/recover an area of the Tejana histories, which needs further investigation.

Final Project Digital Presentation: You have an opportunity to create a social media site to further illustrate your research, where you select “artifacts” (literal or figurative cultural/historical objects) that represents your final project.

Final Paper: In this final 10-12 page original paper, you will pursue a semester-long rigorous inquiry on a previously identified topic where you develop and write an analytical research paper to illuminate the Tejana experience.

The grade distribution for each requirement/assignment will be as follows and none are negotiable:

- | | | | |
|------------------------------------|-----|------------------------------------|-----|
| • Weekly Comments | 15% | • Rough Draft of Final Paper | 10% |
| • Weekly Check-In Journal | 10% | • Final Paper Digital Presentation | 20% |
| • Research Proposal & Bibliography | 5% | • Final Paper | 30% |
| • Primary Document Analysis | 10% | | |

Class Expectations: Learning Principle: This course uses the principle of collaborative learning or seminar format. In other words, I believe the classroom is a place of mutual respect and shared learning. In addition, it is a place where everyone's informed or well-thought comments will be valued. This means we are here to learn from each other. I expect you to participate by listening, making comments, responding to your classmates, and asking questions. In turn, I will facilitate, direct, summarize, and clarify the discussion. Participation means more than just coming to class and hoping that you can get the answers from the instructor or the students who talk a lot. Collaborative learning means that it is your responsibility to share your own considered perspective on the assigned reading, assignment, or topic. In turn, the class will be structured to make sure that your views will enhance our understanding of the purpose of each class discussion.

Common Courtesy: Overall, you are also expected to conduct yourself appropriately by turning off your cell phones and other electronic devices or safely securing them in a pocket, purse, backpack, or book bag with the ringer/tones turned off. Texting or “secret surfing/chatting” on computers (other devices) in our classroom (Facebook, Twitter, Tumblr, Pinterest, Instagram, Snapchat, WhatsApp, Hulu, Netflix, etc.) is also not allowed. While these may seem like minor infractions, they contribute to a disrespectful and unprofessional classroom environment that interferes with the work all of us are trying to accomplish together.

COURSE POLICIES

Sharing of Course Materials is Prohibited: No materials used in this class, including, but not limited to, lecture hand-outs, videos, assessments (quizzes, exams, papers, projects, homework assignments), in-class materials, review sheets, and additional problem sets, may be shared online or with anyone outside of the class unless you have my explicit, written permission. Unauthorized sharing of materials promotes cheating. It is a violation of the University's Student Honor Code and an act of academic dishonesty. I am well aware of the sites used for sharing materials, and any materials found online that are associated with you, or any

suspected unauthorized sharing of materials, will be reported to Student Conduct and Academic Integrity in the Office of the Dean of Students. These reports can result in sanctions, including failure in the course.

Class Recordings: Class recordings are reserved only for students in this class for educational purposes and are protected under FERPA. The recordings should not be shared outside the class in any form. Violation of this restriction by a student could lead to Student Misconduct proceedings.

Statement on Learning Success: Your success in this class is important to me. We will all need accommodations because we all learn differently. If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together we will develop strategies to meet both your needs and the requirements of the course. I also encourage you to reach out to the student resources available through UT Austin. Many are listed on this syllabus, but I am happy to connect you with a person or Center if you would like.

Grading: The final course grade will be assigned based on the completion of the course requirements within the semester and will adhere the following grading scale:

Grade	Cutoff
A	94%
A-	90%
B+	87%
B	84%
B-	80%
C+	77%
C	74%
C-	70%
D	65%
F	<65%

Assignment Guidelines and Late Work: I will distribute detailed guidelines as we approach certain assignments such as the proposal, essays, paper, and presentations. All assigned work is due on the due date, and is submitted via Canvas. Please do not count on uploading/submitting your assignments via Canvas right before the class meeting time.

Late assignments will be penalized one-half grade (5 points) if turned in within 48 hours of the due date, and one full grade (10 points) if turned in within one calendar week of the due date. After that, they will be penalized 15 points everyday. I also reserve the right to grade these papers until the end of the semester.

Late papers will **only be accepted without penalty** if you negotiate an alternative due date with me at least 48 hours prior to the due date and turn in the paper within a week of the original deadline. Likewise, it is up to my discretion to decide which circumstances constitute the need for an alternative due date. Otherwise, late papers will be penalized according to the aforementioned guidelines.

Student Rights & Responsibilities:

- You have a right to a learning environment that supports mental and physical wellness.
- You have a right to respect.
- You have a right to be assessed and graded fairly.
- You have a right to freedom of opinion and expression.
- You have a right to privacy and confidentiality.
- You have a right to meaningful and equal participation, to self-organize groups to improve your learning environment.

- You have a right to learn in an environment that is welcoming to all people. No student shall be isolated, excluded or diminished in any way.

With these rights come responsibilities:

- You are responsible for taking care of yourself, managing your time, and communicating with the teaching team and with others if things start to feel out of control or overwhelming.
- You are responsible for acting in a way that is worthy of respect and always respectful of others.
- Your experience with this course is directly related to the quality of the energy that you bring to it, and your energy shapes the quality of your peers' experiences.
- You are responsible for creating an inclusive environment and for speaking up when someone is excluded.
- You are responsible for holding yourself accountable to these standards, holding each other to these standards, and holding the teaching team accountable as well.

Personal Pronouns: Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by a name different than what appears on the roster, and by the gender pronouns you use. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

UNIVERSITY POLICIES

Land Acknowledgment: We would like to acknowledge that we are meeting on Indigenous land. Moreover, We would like to acknowledge and pay our respects to the Carrizo & Comecrudo, Coahuiltecan, Caddo, Tonkawa, Comanche, Lipan Apache, Alabama-Coushatta, Kickapoo, Tigua Pueblo, and all the American Indian and Indigenous Peoples and communities who have been or have become a part of these lands and territories in Texas, here on Turtle Island.

Academic Integrity: Each student in the course is expected to abide by the University of Texas Honor Code: “As a student of The University of Texas at Austin, I shall abide by the core values of the University and uphold academic integrity.” **Plagiarism is taken very seriously at UT.** Therefore, if you use words or ideas that are not your own (or that you have used in previous class), you must cite your sources. Otherwise you will be guilty of plagiarism and subject to academic disciplinary action, including failure of the course. You are responsible for understanding UT's Academic Honesty and the University Honor Code which can be found at the following web address: http://deanofstudents.utexas.edu/sjs/acint_student.php

Religious Holy Days: By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, I will give you an opportunity to complete the missed work within a reasonable time after the absence.

Q Drop Policy: If you want to drop a class after the 12th class day, you'll need to execute a Q drop before the Q-drop deadline, which typically occurs near the middle of the semester. Under Texas law, you are only allowed six Q drops while you are in college at any public Texas institution. For more information, see: <http://www.utexas.edu/ugs/csacc/academic/adddrop/qdrop>

University Resources for Students: Services for Students with Disabilities: This class respects and welcomes students of all backgrounds, identities, and abilities. If there are circumstances that make our learning environment and activities difficult, if you have medical information that you need to share with me, or if

you need specific arrangements in case the building needs to be evacuated, please let me know. I am committed to creating an effective learning environment for all students, but I can only do so if you discuss your needs with me as early as possible. I promise to maintain the confidentiality of these discussions. If appropriate, also contact Services for Students with Disabilities, 512-471-6259 (voice) or 1-866-329- 3986 (video phone). <http://ddce.utexas.edu/disability/about/>

Counseling and Mental Health Center: Do your best to maintain a healthy lifestyle this semester by eating well, exercising, avoiding drugs and alcohol, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone. There are many helpful resources available on campus and an important part of the college experience is learning how to ask for help. Asking for support sooner rather than later is often helpful. If you or anyone you know experiences any academic stress, difficult life events, or feelings like anxiety or depression, we strongly encourage you to seek support. <http://www.cmhc.utexas.edu/individualcounseling.html>

COVID Caveats: To help keep everyone at UT and in our community safe, it is critical that students report COVID-19 symptoms and testing, regardless of test results, to [University Health Services](#), and faculty and staff report to the [HealthPoint Occupational Health Program \(OHP\)](#) as soon as possible. Please see this [link](#) to understand what needs to be reported. In addition, to help understand what to do if a fellow student in the class (or the instructor or TA) tests positive for COVID, see this [University Health Services link](#).

The Sanger Learning Center: Did you know that more than one-third of UT undergraduate students use the Sanger Learning Center each year to improve their academic performance? All students are welcome to take advantage of Sanger Center's classes and workshops, private learning specialist appointments, peer academic coaching, and tutoring for more than 70 courses in 15 different subject areas. For more information, please visit <http://www.utexas.edu/ugs/slc> or call 512-471-3614 (JES A332).

Other resources include:

Undergraduate Writing Center: <http://uwc.utexas.edu/>

Libraries: <http://www.lib.utexas.edu/>

ITS: <http://www.utexas.edu/its/>

Student Emergency Services: <http://deanofstudents.utexas.edu/emergency/>

Important Safety Information: If you have concerns about the safety or behavior of fellow students, TAs or Professors, call BCAL (the Behavior Concerns Advice Line): 512-232-5050. Your call can be anonymous. If something doesn't feel right – it probably isn't. Trust your instincts and share your concerns.

Title IX Reporting: Title IX is a federal law that protects against sex and gender-based discrimination, sexual harassment, sexual assault, sexual misconduct, dating/domestic violence and stalking at federally funded educational institutions. UT Austin is committed to fostering a learning and working environment free from discrimination in all its forms. When sexual misconduct occurs in our community, the university can:

1. Intervene to prevent harmful behavior from continuing or escalating.
2. Provide support and remedies to students and employees who have experienced harm or have become involved in a Title IX investigation.
3. Investigate and discipline violations of the university's [relevant policies](#)

Faculty members and certain staff members are considered "Responsible Employees" or "Mandatory Reporters," which means that they are required to report violations of Title IX to the Title IX Coordinator.

I am a Responsible Employee and must report any Title IX related incidents that are disclosed in writing, discussion, or one-on-one. Before talking with me, or with any faculty or staff member about a Title IX related incident, be sure to ask whether they are a responsible employee. If you want to speak with someone for support or remedies without making an official report to the university, email advocate@austin.utexas.edu For more information about reporting options and resources, visit titleix.utexas.edu or contact the Title IX Office at titleix@austin.utexas.edu.

Emergency Evacuation: The following recommendations regarding emergency evacuation from the Office of Campus Safety and Security, 512-471-5767, <http://www.utexas.edu/safety/> state: Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.

- Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
- Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.
- In the event of an evacuation, follow the instruction of faculty or class instructors. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
- Link to information regarding emergency evacuation routes and emergency procedures can be found at: www.utexas.edu/emergency

COURSE SCHEDULE

All instructions, assignments, readings, rubrics and essential information will be on the Canvas website at <https://utexas.instructure.com>. Check this site regularly and use it to ask questions about the course schedule. **Changes** to the schedule may be made at my discretion and if circumstances require. It is your responsibility to note these changes when announced (although I will do my best to ensure that you receive the changes with as much advanced notice as possible).

<i>Date</i>	<i>Topics/Items Due</i>
WEEK ONE: RE-IMAGINING TEJANA HISTORY	
Wednesday, 26 August	Introductions and Course Syllabus <u>Weekly Check-In Journal Entry Due Friday, 28 August 2020</u>
WEEK TWO: RE-IMAGINING TEJANA HISTORY/ INDIGENIETY Y TIERRA NATAL	
Monday, 31 August	<ul style="list-style-type: none"> • Reading: Aurora Levins Morales, "The Historian as Curandera": http://www.auroralevinsmorales.com/uploads/4/2/9/2/4292077/the_historian_as_curandera.pdf Yolanda Chávez Leyva, "'There Is Great Good in Returning': A Testimonio from the Borderlands," <i>Frontiers: A Journal of Women Studies</i> 24, no. 2/3 (2003), pp. 1-9 (Canvas)
Wednesday, 2 September	<ul style="list-style-type: none"> • Reading: Inés Hernández-Ávila, "Introduction: Women of Texas-Mexican Earth," in <i>Entre Guadalupe y Malinche</i>, pp. 1-18 Emma Perez, "Between Manifest Destiny and Women's Rights: Decolonizing Chicana History," in <i>Entre Guadalupe y Malinche</i>, pp. 115-125 Marisa Muñoz, "River as Lifeblood, River as Border: The Irreconcilable Discrepancies of Colonial Occupation From/With/On/Of the Frontera," in <i>Indigenous and Decolonizing Studies in Education: Mapping the Long View</i>, pp. 62-81 (Canvas)

	<u>Weekly Class Comments Due</u> <u>Weekly Check-In Journal Entry Due Friday, 4 September 2020</u>
WEEK THREE: INDIGENIETY Y TIERRA NATAL	
Monday, 7 September	Labor Day: No Classes • Reading: Acosta and Winegarten, <i>Las Tejanas</i> , Chapter 1: “Native Women, Mestizas, and Colonists” (Canvas)
Wednesday, 9 September	• Reading: Susana Renteria Almanza, “Reflections of La Madre Tierra,” in <i>Entre Guadalupe y Malinche</i> , pp. 70-75 Patrisia Gonzales, “The Pyramids I Call Home,” in <i>Entre Guadalupe y Malinche</i> , pp. 100-105 Inés Hernández-Ávila, “Tejana Intonations/Nez Perce Heartbeat: Notes on Identity and Culture,” <i>a/b: Auto/Biography Studies</i> , 7.2 (1992), pp. 292-307, DOI: 10.1080/08989575.1992.10815027 (Canvas) <u>Weekly Check-In Journal Entry Due 11 September 2020</u> <u>Research Proposal & Bibliography Due 11 September 2020</u>
WEEK FOUR: CONQUEST & COLONIZATION	
Monday, 14 September	• Reading: Acosta and Winegarten, <i>Las Tejanas</i> , Chapter 2: “The Status of Women in the Colonial Period” (Canvas) Juliana Barr, “Indian Women Who ‘Carry Gallantry Still Further Than the Men’: A Barometer of Power in Eighteenth-Century Texas,” in <i>Texas Women: Their Histories, Their Lives</i> , pp. 5-29: (Canvas)
Wednesday, 16 September	• Reading: Acosta and Winegarten, <i>Las Tejanas</i> , Chapter 3: “From the Republic of Texas to 1900” (Canvas) Teresa Palomo Acosta, “Forgiving Stephen F. Austin and the Old Three Hundred,” in <i>Entre Guadalupe y Malinche</i> , pp. 336 <u>Weekly Class Comments Due</u> <u>Weekly Check-In Journal Entry Due Friday, 18 September 2020</u>
WEEK FIVE: MIGRATIONS & TRANSLOCATIONS WITHIN MODERNITY	
Monday, 21 September	• Reading: González, <i>Redeeming La Raza</i> , Chapter 1: “Social Change, Cultural Redemption, and Social Stability” (Canvas) González, <i>Redeeming La Raza</i> , Chapter 2: “Masons, Magonistas, and Maternalists” (Canvas)
Wednesday, 23 September	• Reading: González, <i>Redeeming La Raza</i> , Chapter 3: “Crossing Borders to Rebirth the Nation” (Canvas) <u>Weekly Class Comments Due</u> <u>Weekly Check-In Journal Entry Due Friday, 25 September 2020</u>
WEEK SIX: MIGRATIONS & TRANSLOCATIONS WITHIN MODERNITY	
Monday, 28 September	• Reading: González, <i>Redeeming La Raza</i> , Chapter 4: “All for Country and Home” (Canvas) González, <i>Redeeming La Raza</i> , Chapter 5: “La Pasionaria (The Passionate One)” (Canvas)
Wednesday, 30 September	• Reading: González, <i>Redeeming La Raza</i> , Chapter 6: “Struggling Against Jaime Crow” (Canvas) Paulita Huerta Garza, “Viva la libertad: Mensaje a las mujeres/Long Live Liberty: A Message to Women,” in <i>Entre Guadalupe y Malinche</i> , pp. 337-338 <u>Weekly Check-In Journal Entry Due 2 October 2020</u> <u>Primary Document Analysis Due 2 October 2020</u>
WEEK SEVEN: EMPOWERING COMMUNITIES IN JUAN CROW	

Monday, 5 October	<ul style="list-style-type: none"> • Reading: Jennifer R. Najera, <i>Borderlands of Race</i>, Chapter 1: “The Borderlands of Race and Rights” (Canvas) Najera, <i>Borderlands of Race</i>, Chapter 2: “Establishing a Culture of Segregation” (Canvas)
Wednesday, 7 October	<ul style="list-style-type: none"> • Reading: Najera, <i>Borderlands of Race</i>, Chapter 3: “Formal and Informal Mexican Education within the Context of Segregation” (Canvas) <u>Weekly Class Comments Due</u> <u>Weekly Check-In Journal Entry Due Friday, 9 October 2020</u>
WEEK EIGHT: EMPOWERING COMMUNITIES IN JUAN CROW	
Monday, 12 October	<ul style="list-style-type: none"> • Reading: Najera, <i>Borderlands of Race</i>, Chapter 4: “An Accommodated Form of Segregation” (Canvas) Najera, <i>Borderlands of Race</i>, Chapter 5: “Troubling the Culture of School Segregation” (Canvas)
Wednesday, 13 October	<ul style="list-style-type: none"> • Reading: Najera, <i>Borderlands of Race</i>, Chapter 6: “Surgiendo de la Base” (Canvas) <u>Weekly Class Comments Due</u> <u>Weekly Check-In Journal Entry Due 16 October 2020</u>
WEEK NINE: REVOLUTIONS & RADICAL TRANSFORMATIONS/ QUEERING TEJAZTLÁN	
Monday, 19 October	<ul style="list-style-type: none"> • Reading: Acosta and Winegarten, <i>Las Tejanas</i>, Chapter 10: “Politics, the Chicano Movement, and Tejana Feminism” (Canvas) Deborah R. Vargas, <i>Dissonant Divas in Chicana Music</i>, Chapter 5: “Giving Us That Brown Soul” (Canvas)
Wednesday, 21 October	<ul style="list-style-type: none"> • Reading: Pérez, <i>Forgetting the Alamo</i>, Chapters 1-5 (Canvas) <u>Weekly Class Comments Due</u> <u>Weekly Check-In Journal Entry Due 23 October 2020</u>
WEEK TEN: QUEERING TEJAZTLÁN	
Monday, 26 October	<ul style="list-style-type: none"> • Reading: Pérez, <i>Forgetting the Alamo</i>, Chapters 6-11 (Canvas)
Wednesday, 28 October	<ul style="list-style-type: none"> • Reading: Pérez, <i>Forgetting the Alamo</i>, Chapters 12-17 (Canvas) <u>Weekly Class Comments Due</u> <u>Weekly Check-In Journal Entry Due 30 October 2020</u>
WEEK ELEVEN: QUEERING TEJAZTLÁN	
Monday, 2 November	<ul style="list-style-type: none"> • Reading: Pérez, <i>Forgetting the Alamo</i>, Chapters 18-23 (Canvas)
Wednesday, 4 November	<ul style="list-style-type: none"> • Reading: Pérez, <i>Forgetting the Alamo</i>, Chapters 24-Epilogue (Canvas) <u>Weekly Check-In Journal Entry Due 6 November 2020</u> <u>Rough Draft of Final Paper Due 6 November 2020</u>
WEEK TWELVE: RECONQUISTA	
Monday, 9 November	<ul style="list-style-type: none"> • Reading: Méndez, <i>Night-Blooming Jasmin(N)E</i>
Wednesday, 11 November	<ul style="list-style-type: none"> • Reading: Méndez, <i>Night-Blooming Jasmin(N)E</i> <u>Weekly Class Comments Due</u> <u>Weekly Check-In Journal Entry Due 13 November 2020</u>
WEEK THIRTEEN: RECONQUISTA	
Monday, 16 November	<ul style="list-style-type: none"> • Reading: Méndez, <i>Night-Blooming Jasmin(N)E</i>
Wednesday, 18 November	<ul style="list-style-type: none"> • Reading: Méndez, <i>Night-Blooming Jasmin(N)E</i> <u>Weekly Class Comments Due</u> <u>Weekly Check-In Journal Entry Due 20 November 2020</u>
WEEK FOURTEEN	
Monday, 23 November	No Classes Meet
Wednesday, 25 November	Thanksgiving Break: No Classes Meet
WEEK FIFTEEN	

Monday, 30 November	Rough Draft Feedback
Wednesday, 2 December	Rough Draft Feedback
WEEK SIXTEEN	
Monday, 7 December	Rough Draft Feedback

Final Exam: _____ date will serve as the deadline for the following two assignments:

Final Paper Due

Final Paper Digital Presentation